Deaf Students in Secondary Settings: Cultural & Linguistic Factors
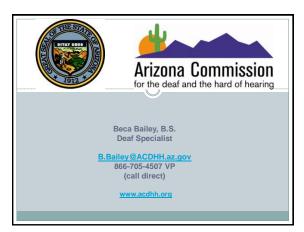
ARIZONA'S 11TH ANNUAL TRANSITION CONFERENCE

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Arizona Commission
for the deaf and the hard of hearing

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Overview of the Deaf Community

- 20,000-30,000 Deaf people in Arizona (.9% of population)

- History of Deaf individual/community experiences

Labels in Deaf Community

- **D**eaf vs. **d**eaf (Big D vs. little d)

- Hearing-impaired

- Person with hearing loss

- Deaf and dumb/mute

Language

- American Sign Language

- Modes of Communication
  - *spoken English/oral
  - *Signed English
  - *Pidgin (ASL/English signs)
  - *Total Communication
  - *Cued Speech

Deaf Culture

- Values
  *ASL, residential schools, identity, marriage/children, social life, rich traditions & heritage, collectivist group.

- Rules of Behavior (Norms)
  *attention-getting devices, congregation, intro/goodbye rituals, conversation regulators, ear vs. eye contact, facial expressions, pointing

Challenges and Considerations

- Social inclusion vs. Social isolation
  - residential school
  - mainstreamed (one or many Deaf)

- Self-determination (capacity & opportunity)
  - self-esteem/mental health issues
  - world knowledge/incidental learning

- Self-advocacy (supports & services)
  - family
  - community
  - school

Challenges and Considerations

- Academic achievement & High school completion
  - general education
  - diploma vs. certification of completion = college

- English proficiency
  - 4th grade to post-college literacy skills

- Technology access

Assistive Technology for the Deaf

Compliance with the IDEA

"Special factors" for I.E.P.

- the child's language and communication needs,

- opportunities for direct communications with peers and professional personnel in the child's language and communication mode,

- academic level, and

- full range of needs, including opportunities for direct instruction in the child's language and communication mode.
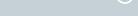
Student #1

- Good written English skills
- Exhibits characteristics of an English as a Second Language student
- Active participant in class
- Always uses the interpreter to "voice" comments and questions

NEEDS:
- ASL interpreter
- Note taker

Student #2

- Can use voice but is more comfortable using sign language
- Excellent English skills
- "thinks" in English word order

NEEDS:
- English sign interpreter
- Note taker
- Real-time captioning for highly technical courses

Student #3

- English as a Second Language (ESL) and/or limited English proficiency (LEP)
- Poor English written skills
- Not active participant in class

NEEDS:
- Interpreter/Certified Deaf Interpreter
- Note taker
- Tutoring
- Test-taking – extended time; test editing or signed test & response

Resources

- AZ Commission for the Deaf and Hard of Hearing www.acdhh.org

- National Association of the Deaf – www.nad.org

- Federal ADA – www.ada.gov 1-800-514-0301

- AZ Center for Disability Law - www.acdl.com 602-274-6287

- AZ Attorney General – www.azag.gov 602-542-5263

- PEPNET – www.pepnet.org